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ABSTRACT

The quantity and type of writing demands in the undergraduate curriculum, as reported by students enrolled at the Bloomington campus of Indiana University in fall semester of 1977, are investigated. The study is based on reports of students enrolled in 27 class sections of two freshman English courses, Elementary Composition I and Introduction to Writing and Study of Literature I. Information on upper division curricula was gathered from student reports in classes with a minimum of 65 percent junior enrollments. Upperclass students were surveyed in 19 sections of upper division courses within the six schools/college. Students were asked to report the number of classroom tests, in-class essay tests, and major written projects assigned in all classes they were taking for credit during Fall 1977. A fourth measure, percentage of classroom tests that were primarily essay, was computed for each student Median and chi-square tests were performed to determine the differences between student reports from freshman courses and upper division courses. Comparisons were also made between the reports of students in the two English courses and between student reports from classes in the six schools/college. (Author)

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CURRICULAR DEMANDS: TESTS, ESSAYS, AND MAJOR WRITTEN PROJECTS

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Abstract

This is a study of the quantity and type of writing demands in the undergraduate curriculum reported by students enrolled at the Bloomington campus of Indiana University in fall semester of 1977. The study is based on reports of students enrolled in 27 class sections of two freshman English courses, Elementary Composition I (W131) and Introduction to Writing and Study of Literature I (L141). Information on upper division curricula was gathered from student reports in classes with a minimum of 65 percent junior enrollments. Upper-class students were surveyed in 19 sections of upper division courses within the six schools/college. Students were asked to report the number of classroom tests, in-class essay tests and major written projects assigned in all classes they were taking for credit during Fall 1977. A fourth measure, percentage of class-room tests that were primarily essay, was computed for each student. Median and chi-square tests were performed to determine the differences between student reports from freshman courses and upper division courses. Comparisons were also made between the reports of students in the two English courses and between student reports from classes in the six schools/college.

ACKNOWLEDGEMENTS

We must express our deep appreciation to the University's faculty and associate instructors who provided us the opportunity to collect the student reported information for this study. Faculty are expressing concern about the writing skills of their students and we feel that their concern and commitment to the improvement of students' writing skills were reflected in their willingness to assist in related research.

We must also acknowledge and express our appreciation to the Director of the Bureau of Evaluative Studies and Testing, Dr. Clinton I. Chase, for his support of this study and his special editorial assistance in the preparation of the results and discussion sections of this manuscript.

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CURRICULAR DEMANDS:
TESTS, ESSAYS, AND MAJOR WRITTEN PROJECTS

"Writing is a participatory endeavor, not a spectator sport."

In the last ten years a tremendous interest and concern has been expressed about the writing abilities of the youth graduating from high schools and colleges in the United States. The popular press, professional organizations, and scholars have addressed the problem of declining Scholastic Aptitude Test-verbal scores and the co-occurrence of grade inflation. Other measures at the elementary and secondary levels have also reflected a decline in the basic verbal skills of reading and writing. Earlier it was "Johnny can't read; "today it is "Johnny can't write."

The continuing public and professional concern about the inability of the "educated illiterate" to express themselves in the written media has resulted in testing programs (proficiency and minimal competency tests) and remedial curricula (basic or developmental skills) at the secondary and post-secondary levels. However, these efforts are not sufficient; writing, like many other skills, requires practice for an individual to attain and maintain a proficiency.

Assuming that practice is a necessary component for good writing, what are the writing demands on students today? How many of their tests are essay tests? How many themes, term papers or written reports is a student expected to produce in a semester? These are the questions that were addressed to Indiana University students enrolled on the Bloomington campus (I.U.B.) in the Fall of 1977.

Methodology

Two populations, University freshmen and upperclassmen, were chosen for this study. In order to assess the undergraduate testing and writing demands, it was necessary to survey a large number of students enrolled at I.U.B. Because of the logistical difficulties in the selection of individual students, intact classes were selected and surveyed.

Either Elementary Composition I (W131) or Introduction to Writing and Study of Literature I (L141) is a required course in English at I.U.B. Since most students complete this requirement during their freshman year, the selection of class sections of W131 and L141 would be expected to result in a representative sample of University freshmen. Fifteen sections of W131 were randomly selected from the 58 sections offered during the Fall Semester of 1977. Each section contained approximately 25 students. The L141 course is organized into large lecture classes of approximately 150 students who are assigned to six associated discussion sections. Due to scheduling complexities it was impossible to select randomly and survey discussion sections

of L141. Thus, from the six large lecture classes of L141 offered in Fall Semester 1977, two lecture classes were selected and surveyed.

In order to sample upperclassmen, class sections with a minimum of 65 percent junior enrollment were identified. These classes satisfied requirements in academic majors for the majority of students enrolled in them. The percentages of upperclass enrollment according to school or college within the University were determined from the enrollment figures for Fall 1976. Class sections with a minimum of 65 percent junior enrollment were selected to reflect these school/college percentages. Six classes in the College of Arts and Sciences (COAS), three classes from the School of Business, four classes from the School of Education, two classes from the School of Health, Physical Education and Recreation (HPER), two classes from the School of Music, and one class from the School of Public and Environmental Affairs (SPEA) and the School of Nursing were surveyed. (See Appendix A.) Forty-six classes were surveyed for this study and a total of 797 students provided usable survey data. The survey was administered during a three week period between November 15th and December 8th of Fall Semester 1977.

The Bureau of Evaluative Studies and Testing developed the survey instrument to assess the undergraduate curricular demands in three areas. (See Appendix B.) Students were instructed to record the total number of classroom tests, essay examinations and written projects assigned in all of the classes in which they were enrolled for credit. The first two questions pertained to the number of tests that had been taken at the time of the survey. The third question pertained to all written projects scheduled throughout the semester. Students recorded their responses to each question on an optical scanning sheet using a scale 0 to 22.

To assess more effectively the essay writing demands in classroom testing, an additional measure was obtained by dividing the number of essay tests by the total number of classroom tests for each student. This adjustment accounted for the variation in total number of classroom tests taken by students and the resulting measure was reported as percent essay tests.

Analysis

Responses to the survey questions were grouped as follows: 1) responses from freshman and upperclass courses, 2) responses of students according to the six schools/college represented in the upperclassman survey, and 3) responses of students in W131 and L141. The School of Nursing was omitted from the analyses because of the small sample size (N=7). The medians were computed for each group on each of the measures. A nonparametric test (median test) was performed to determine if the centrality measures

(medians) of the groups were significantly different. In addition, where the data met the assumptions for the Chi Square tests, significant differences in the distribution of the responses of the groups were tested.

Results

The major results of the study are presented in Tables 1-3. Tables containing the percentage of student responses to each alternative for the questions, the medians and the Chi Square value are reported in Appendix C.

A comparison of freshmen with upperclassmen (in Table 1) revealed that freshmen reported significantly more classroom tests than upperclassmen. Although there was no significant difference between freshmen and upperclassmen in the number of essay tests or written projects, a significantly higher percentage of essay tests was reported by upperclassmen.

Table 1

Medians of Classroom Tests, Essay Tests, and Major Written Projects Reported by Freshmen and Upperclassmen

	Freshmen	Upperclassmen	Total
All Classroom Tests**	12.9	10.4	11.6
Essay Tests	1.6	1.9	1.7
Written Projects	6.3	6.1	6.2
Percent Essay Test**	12.7	20.1	16.0

**Significant at the .001 level.

Table 2 presents the student reported information on the curricular demands within the upper divisions at I.U.B. Three points must be noted: 1) the data were student reports about the curricular demands and not the actual counts; 2) in some programs students were enrolled in more than one school/college during the semester, e.g., Education students take a large percentage of their classes in the College of Arts and Sciences; and 3) because of the proportionate sampling of the schools/college according to total upper division enrollments, some divisions were represented by a small number of students. The size of the samples becomes increasingly important when associated with the fact that completely random selection of students was not possible. Because of these limitations, the results in Table 2 lead to interesting hypotheses about the curricular demands on the upper division students but not to substantive conclusions.

Among the divisions cited in Table 2, Music students reported the highest total number of classroom tests and the

and the lowest number of essay tests. In contrast, SPEA students reported having taken the fewest number of tests and the highest number and percentage of essay tests. The Education students reported few essay tests but the highest number of written projects. Tentative conclusions based on these findings should take into consideration that students in each of these upperdivision units may take a substantial portion of their classes within the College of Arts and Sciences (COAS). Again, one should note the small samples, the non-randomness of the selection and the fact that the data reflect the students' perceptions, not actual counts.

Table 2

Medians of Classroom Tests, Essay Tests, and Major Written Projects Reported by Upperclassmen

	BUS	COAS	EDUC	HPER	MUSIC	SPEA	TOTAL
All Classroom Tests**	9.6	12.8	10.2	11.8	14.0	6.8	10.4
Essay Tests**	1.4	2.8	1.6	2.9	1.7	3.2	1.9
Written Projects*	6.3	4.9	7.6	6.9	5.0	4.5	6.1
Percent Essay Test**	14.0	29.3	25.5	25.0	11.5	51.0	20.1

*Significant at the .05 level.
**Significant at the .001 level.

Table 3 provides the median number of tests, in-class essays and written projects reported by students enrolled in W131 (the freshman composition course) and L141 (the combined literature and composition course). The students in these two courses reported approximately the same number of in-class essay tests and the percentage of essay tests in their curricula. However, the W131 students reported significantly more major written projects while the L141 students reported significantly more classroom tests.

Discussion

This study addressed the questions of the type and quantity of writing demands at Indiana University as reported by students enrolled in freshman and upper division curricula. Information on the classroom test demands was obtained as an adjunct to this study. It is important to remember when interpreting the information in this study that although the student was in a specific class when he/she was surveyed, the student was asked to include all of the courses being taken for credit. Therefore, the data were student reports of the number of total classroom tests, in-class essay tests and written projects that were managed in a semester of full-time enrollment at I.U.B.

Table 3

Medians of Classroom Tests, Essay Tests, and Major Written Projects Reported by Freshmen

	W131	L141
All Classroom Tests**	12.2	14.7
Essay Tests	1.4	1.7
Written Projects*	6.7	5.8
Percent Essay Tests	12.6	12.8

*Significant at the .05 level.
**Significant at the .001 level.

This study found that freshmen reported taking significantly more classroom tests than were reported by upperclassmen. The average freshman reported three to four tests per class while the average upperclassman reported two to three tests per class. This difference in the classroom testing demands reported by freshmen and upper division students is intriguing. One possible explanation for the difference is that on the average upper division classes are smaller in size than freshman classes and thus allow for more individual observation by the faculty of the student's performance. Since the data were based on students' recall abilities, it is also possible that upper division students were more adapted to the University's test demands and hence did not recall the number of tests taken as vividly as did the freshmen.

In investigating writing demands, an examination of the number of in-class essay tests was relevant. It was found that freshmen reported taking from one to two essay tests in all of their curriculum while the majority of upperclassmen reported that they had taken from one to three essay tests in the upper division curriculum. In examining the data in Appendix C, one finds that 35 percent of the freshmen reported taking no essay test in their curriculum even though they were enrolled in composition courses. These findings reflect the orientation of the University's freshman composition program. The process-centered model for teaching composition, in contrast to grammer-based, rhetoric-based, or other types of models, is employed in the curriculum at I.U.B. The primary emphases of the process-centered model is on the larger components of development, organization and revision of the written product with subsequent emphases placed on proofing for errors in usage and mechanics. The in-class essay exam would not be a central focus in the present instructional setting. Hence, little writing in the form of in-class essays may be the case for a significant portion of all students.

There are several probable explanations for the paucity of essay tests: 1) grading essay tests is very laborious and time consuming; 2) objective and consistent evaluation of essay tests is difficult; and 3) because of the time required to score essay tests, feedback to students is slow. These reasons are very definitely valid from a faculty point of view. However, when balanced with the need for writing practice in every field, there are still serious questions as to the proportion of classroom tests that should be objective tests and the proportion that should require essay production.

A review of the number of major written assignments (term papers, take-home essay tests, etc.) during the semester found that students reported an average of six projects. However, the freshman curriculum appeared to be more homogeneous in demands than the upper division programs. The majority of beginning students reported that they had done five to seven written projects, while the upperclassmen reported having completed four to eight projects. A reasonable hypothesis might be that, on the average, a student will be asked to do one but not more than two major written assignments for a course at I.U.B. Also, there will be no significant change in the total number of major written assignments as one moves from the freshman to upperclass curricula.

Because freshmen and upperclassmen reported having taken significantly different numbers of classroom tests, the percent of all tests that were essay tests provides a way to adjust for this difference. Upperclassmen reported a significantly higher percentage of classroom tests which were primarily in essay format. In fact, they reported that almost two out of ten tests were primarily essay tests, while freshmen reported that slightly more than one out of ten tests were primarily essay tests. If these data are valid, the likelihood of an upperclassman's test being essay was twice as great as for a freshman. However, for both groups, the probability still favors the objective test.

Another approach to summarizing the research information may be informative for the schools/college. The median number of all assessments for the combined upperclassmen was classified for each school/college as higher or lower than the overall upperclass median. This information (Table 4) suggests that there may in fact be differences in the writing demands on students. The reader is advised, however, to note that HPER was represented only by classes offered in the recreation department, and therefore student reports do not reflect the total curriculum in that school. Even with the sampling of students in schools/college proportionately to their representation in the total upper division enrollment, the possibility of sampling errors due to the necessity of surveying intact classes was acknowledged. This was especially true in schools where proportionate representation led to the surveying of a small number of students, i.e., School of Music and SPEA.

Table 4

The Relative Standing of Each School/College as to the Combined Upperclass Measures of Curricular Demands

School/College	Number of Tests	Percent Essay	Number of Projects
Business	L	L	H
COAS	H	H	L
Education	L	H	H
HPER	H	H	H
Music	H	L	L
SPEA	L	H	L

L = Lower than the median for all upperclassmen.
H = Higher than the median for all upperclassmen.

Although the student reports were based on all credit courses for the semester, the difference in the reports of students enrolled in W131 and L141 may reflect the curriculum differences in those two courses. The students enrolled in L141 simultaneously satisfied a freshman composition and a humanities requirement at I.U.B. The students enrolled in that course reported significantly more classroom tests in their curriculum than the students enrolled in W131. A possible explanation for these differences is that the specific content of the literature assignments provided a basis for the in-class tests in L141. Given the orientation of the instructional program in W131, exams within the classroom would not be a major factor in the reports of the W131 students. However, the writing experiences associated with the W131 course should be reflected in the number of major written projects. In that context, a reasonable explanation for the higher number of projects in the curriculum reported by students enrolled in W131 than those enrolled in L141 may be offered. Thus, the observed differences in the reports on curricular demands of students enrolled in W131 and L141 may relate to the specific course in English that the student was taking to satisfy the freshman composition requirement.

Summary and Conclusions

The present study was performed in conjunction with a study of writing abilities of the Indiana University students. The survey collected student reports on the frequency of writing demands while enrolled at I.U.B. Considering all the problems with the writing skills of University students, the student reports indicated that faculty did require some form of written exercises. It appeared that both in-class essay tests and written projects were being employed in the curricula as instructional vehicles.

The evidence from the students' reports was that the curriculum at I.U.B. does require a student to write at both

the freshman and upper division levels. However, two serious questions need continual attention: Is there enough demand on students to produce quality written material and is the quality of reinforcement for writing adequate to attain and maintain a proficiency in writing?

Quantity alone is not enough. Interrelated is the question of quality of the learning experience involved in a writing exercise. Can a teacher grade a paper "for content only"? Researchers and classroom teachers alike have found that the quality of the handwriting, and even the order in which papers were read, influenced the grades students received. If these two factors affect grades, surely the basic composition skills play a major part in the grade assigned to any paper. Are faculty grading for composition without acknowledging that fact to their students? If so, they are avoiding the responsibility for providing specific feedback to students regarding their ability to express themselves in a field of study. If we do not provide continuous reinforcement of writing skills, as well as opportunities to practice the acquired skills, what will follow the dilemma of "Johnny can't read" and "Johnny can't write"?

APPENDIX A

Table A-1

Freshman Classes
Participating in Curricular Demands Survey

Section	Associate Instructor (AI)	Section	Associate Instructor (AI)
	W131: ENGLISH COMPOSITION		
2023	Skubikowski	2053	Mahony
2029	LeMaster	2057	Kaufman
2033	Seiler	2065	Albee
2038	LeMaster	2070	Cioffi
2044	Gold	2072	Miller
2047	Sweeney	7577	Peters
2049	Wagenaar	7578	Seiler
2051	Gold		
	L141: INTRODUCTION AND STUDY OF LITERATURE I		
L2128	Gray	L2135	Burgan
D2129	Wiggins	D2136	Edelstein
D2130R	Grossinger	D2137	Grunat
D2131R	Grossinger	D2138	Edelstein
D2132R	Ropes	D2139	Guilianilli
D2133R	Fincken	D2140	Guilianilli
D2134	Fincken	D2141	Bell-Metereau

Table A-2

Upper Division Classes
Participating in Curricular Demands Survey

Course	Section	Faculty/AI
	SCHOOL OF BUSINESS	
M301	4760	Cort
M301	4763	Qualls
M301	4775	Williams
	COLLEGE OF ARTS AND SCIENCES	
E370	1974	Lee
J301	3207	Altschull
L399	2232	Martin
L399	2233	Johnston
M315	1367	Kirkconnel
M315	1371	Kirkconnel
	SCHOOL OF EDUCATION	
E339	5460	Burke
M325	5281	Tatum
P280	5336	Fishman
P280	5396	Sametz
	SCHOOL OF HEALTH, PHYSICAL EDUCATION AND RECREATION	
R367	5917	Binkley
R367	5918	Binkley
	SCHOOL OF MUSIC	
I301	7593	Kliewer
I301	7594	Kliewer
	SCHOOL OF NURSING	
B305	7270	Lewis
	SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS	
V365	7382	Jacubs

APPENDIX B

Survey of Curricular Demands

Indiana University - Bloomington

Use the following coding in responding to questions 1, 2, and 3:

CODES:					
	0=A	4=E	8=I	12=M	16=R
	1=B	5=F	9=J	13=N	17=S
	2=C	6=G	10=K	14=O	18=T
	3=D	7=H	11=L	15=P	19=U

For each question, consider ALL of your classes you are taking for credit this semester.

Question 1: What is the total number of classroom tests you have taken this semester in all of your classes? This includes any paper and pencil test, departmental exams, etc., that are part of your grade in any course. "Take-home" written exams and pop quizzes should not be counted.

Question 2: Of the total number of classroom tests you have taken this semester, how many were PRIMARILY essay tests?

Question 3: How many major written projects will you have had this semester? For example term papers, "take-home" tests, written project reports, etc.

APPENDIX C

Table C-1

Percentages of Freshmen and Upperclassmen According to the Number of Classroom Tests

Number of Classroom Tests	Freshmen (N=379)	Upperclassmen (N=404)
0	0.5	0.5
1-5	7.1	7.9
6-10	28.2	43.3
11-15	31.7	33.4
16-20	12.9	11.1
21+	19.5	3.7
median**	12.9	10.3

$X^2_5 = 56.24$**

Table C-2

Percentages of Freshmen and Upperclassmen According to the Number of Essay Tests

Number of Essay Tests	Freshmen (N=380)	Upperclassmen (N=405)
0	35.3	20.5
1	13.7	23.0
2	17.6	16.3
3	13.2	14.8
4	5.0	8.1
5	6.3	4.2
6-10	7.1	10.1
11+	1.8	3.0
median	1.6	1.9

$X^2_7 = 32.90$**

**Significant at the .001 level.

Table C-3

Percentages of Freshmen and Upperclassmen According to the Number of Major Written Projects

Number of Written Projects	Freshmen (N=382)	Upperclassmen (N=405)
0	0.0	2.0
1-3	2.4	19.5
4-6	50.8	32.8
7-9	24.1	25.4
10-12	13.4	9.9
13+	9.4	10.4
median	6.3	6.1

$X^2_5 = 76.87^{**}$

Table C-4

Percentages of Freshmen and Upperclassmen According to the Percent of Essay Tests

Percent of Essay Tests	Freshmen (N=378)	Upperclassmen (N=403)
0	34.9	20.1
1-10	13.2	7.2
11-20	19.8	24.3
21-30	13.5	14.6
31-40	8.2	12.7
41-50	4.8	9.2
51+	5.6	11.9
median**	12.7	20.1

$X^2_6 = 24.07^{**}$

**Significant at the .001 level.

Table C-5

Percentages of Upperclassmen within each College/School According to the Number of Classroom Tests

Number of Classroom Tests	Business (N=149)	COAS (N=70)	Education (N=88)	HPER (N=23)	Music (N=46)	SPEA (N=28)
0	0.0	1.4	0.0	0.0	2.2	0.0
1-5	0.0	8.6	18.2	4.3	2.2	28.6
6-10	60.4	28.6	35.2	26.1	30.4	50.0
11-15	32.2	31.4	36.4	47.8	37.0	17.9
16-20	7.4	12.9	10.2	17.4	23.9	3.6
21+	0.0	17.1	0.0	4.3	4.3	0.0
median**	9.6	12.8	10.2	11.8	14.0	6.8

Table C-6

Percentages of Upperclassmen within each College/School According to the Number of Essay Tests

Number of Essay Tests	Business (N=149)	COAS (N=71)	Education (N=88)	HPER (N=23)	Music (N=46)	SPEA (N=28)
0	22.8	16.9	14.8	21.7	34.8	10.7
1	29.5	9.9	34.1	13.0	10.9	14.3
2	16.1	18.3	17.0	8.7	19.6	10.7
3	16.8	14.1	8.0	17.4	17.4	21.4
4	8.1	5.6	9.1	13.0	4.3	14.3
5	2.7	7.0	4.5	4.3	4.3	3.6
6-10	4.0	18.3	9.1	21.7	6.5	21.4
11+	0.0	9.9	3.4	0.0	2.2	3.6
median**	1.4	2.8	1.6	2.9	1.7	3.2

**Significant at the .001 level.

Table C-7

Percentages of Upperclassmen within each College/School According to the Number of Major Written Projects

Number of Written Projects	Business (N=149)	COAS (N=71)	Education (N=88)	HPER (N=23)	Music (N-46)	SPEA (N=28)
0	0.0	11.3	0.0	0.0	0.0	0.0
1-3	10.1	32.4	15.9	8.7	26.1	46.4
4-6	43.0	16.9	23.9	34.8	43.5	28.6
7-9	36.2	11.3	28.4	34.8	13.0	7.1
10-12	6.0	5.6	19.3	17.4	6.5	10.7
13+	4.7	22.5	12.5	4.3	10.9	7.1
median*	6.3	4.9	7.6	6.9	5.0	4.5

Table C-8

Percentages of Upperclassmen within each College/School According to the Percent of Essay Tests

Percent of Essay Tests	Business (N=149)	COAS (N-70)	Education (N=88)	HPER (N=23)	Music (N=45)	SPEA (N=28)
0	22.8	15.7	14.8	21.7	33.3	10.7
1-10	6.7	4.3	9.1	13.0	11.1	0.0
11-20	36.2	17.1	18.2	8.7	22.2	14.3
21-30	15.4	15.7	14.8	13.0	15.6	7.1
31-40	11.4	15.7	13.6	13.0	8.9	14.3
41-50	5.4	5.7	20.5	21.7	2.2	3.6
51+	2.0	25.7	9.1	8.7	6.7	50.0
median**	14.0	29.3	25.5	25.0	11.5	51.0

*Significant at the .05 level.
**Significant at the .001 level.

Table C-9

Percentages of W131 and L141 Students
According to the Number of Classroom Tests

Number of Classroom Tests	W131 (N=208)	L141 (N=171)
0	1.0	0.0
1-5	8.2	5.8
6-10	27.9	28.7
11-15	38.0	24.0
16-20	11.1	15.2
21+	13.9	26.3
median*	12.2	14.7

$X^2_5 = 16.6$*

Table C-10

Percentages of W131 and L141 Students
According to the Number of Essay Tests

Number of Essay Tests	W131 (N=209)	L141 (N=171)
0	38.3	31.6
1	12.9	14.6
2	18.7	16.4
3	14.4	11.7
4	5.3	4.7
5	3.3	9.9
6-10	6.7	7.6
11+	0.5	3.5
median	1.4	1.7

$X^2_7 = 13.51$

*Significant at the .05 level.

Table C-11

Percentages of W131 and L141 Students
According to the Number of Major Written Projects

Number of Written Projects	W131 (N=210)	L141 (N=172)
0	0.0	0.0
1-3	1.0	4.1
4-6	45.7	57.0
7-9	26.2	21.5
10-12	16.2	9.9
13+	11.0	7.6
median*	6.7	5.8

X^2 = 11.09*

Table C-12

Percentages of W131 and L141 Students
According to the Percent of Essay Tests

Percent of Essay Tests	W131 (N=207)	L141 (N=171)
0	37.7	31.6
1-10	10.1	17.0
11-20	21.3	18.1
21-30	14.0	12.9
31-40	7.2	9.4
41-50	4.3	5.3
51+	5.3	5.8
median	12.6	12.8

X^2 = 5.56

*Significant at the .05 level.